

PDF hosted at the Radboud Repository of the Radboud University Nijmegen

The following full text is a publisher's version.

For additional information about this publication click this link.

<http://hdl.handle.net/2066/181706>

Please be advised that this information was generated on 2019-06-02 and may be subject to change.



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

SP4-CAPACITIES

COORDINATION AND SUPPORT ACTION, SUPPORTING ACTION

FP7-SCIENCE-IN-SOCIETY-2013-1

DELIVERABLE NUMBER: D.4.5

Gender training implementation report

Authors: **Pleun van Arensbergen**
Inge Bleijenbergh
Monic Lansu
with contributions of all partners

Dissemination Level: Public (PU)

Deliverable Status: Report

Due date of deliverable:	31/10/2017
Actual date of delivery:	31/10/2017
Start date of project:	01/01/2014
Duration:	48 months
Deliverable lead beneficiary:	SKU



This project has received funding from the European Union's Seventh Framework Program for research, technological development and demonstration under grant agreement no 612413

Table of Contents

1. Introduction.....	3
2. Scope of this report.....	3
3. Implemented gender equality training activities	4
3.1. Fondation Nationale des Sciences Politiques - Sciences Po.....	4
3.2. Universitat Autònoma de Barcelona	7
3.3. Radboud University Nijmegen.....	10
3.4. Middle East Technical University – METU.....	12
3.5. University of Antwerp	14
3.6. Vechta Universität.....	16
3.7. Ústav výzkumu globální změny AV ČR – CzechGlobe.....	18
4. Factors hindering the implementation of gender equality training.....	20
5. Factors facilitating the implementation of gender equality training.....	22
6. Conclusion	23
References.....	24

1. Introduction

Gender equality training is increasingly acknowledged as an important strategy to support gender mainstreaming. Most European Union member states have a policy commitment towards gender mainstreaming as “the (re)organizations, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and all stages, by actors normally involved in policy-making” (EIGE, 2013:8). Gender equality training supports stakeholders in acquiring knowledge and developing awareness of gender inequality. It enhances the development of the knowledge and analytical skills needed to identify gender inequality, so enabling stakeholders to incorporate a gender perspective in all organizational policies. Moreover, on the institutional level gender equality training may enforce the implementation of gender equality policies, offering a potential for effective social change by supporting a culture in which both men and women can prosper.

We consider gender equality training as a transformative measure with the potential to change organizational cultures and institutions (Rees, 1998:46) and define it as an educational tool and as a process that supports stakeholders in their efforts to integrate a gender dimension into the organizational policies and programs for which they are responsible (EIGE, 2013:8).

Providing gender equality training to stakeholders within research institutions and academia is in the heart of the EGERA project and is the main task of work package 4 (WP4) coordinated by the EGERA team of the Radboud University Nijmegen (EGERA DoW). WP4 aims to effectively support structural change in favour of gender equality in research institutions through the implementation of tailor-made gender equality training plans at all EGERA partners’ institutions (except for CESIS, whose main task is to monitor and evaluate the EGERA project).

2. Scope of this report

The first WP4 report on Mapping of available gender training instruments and agreed gender training quality standards (Van Arensbergen, Bleijenbergh & Lansu, 2014), was a meta-analysis of previous studies on gender equality training. It described the various aspects of gender equality training, such as the objectives, methods, profiles of trainers and resistances. The report also suggested a list of minimum quality criteria, both with regard to gender equality training as to trainers, to support the development and design of gender equality training plans by the EGERA partners.

In the first half of 2014 EGERA partners designed gender equality training plans (GETPs), supported by and in close cooperation with the WP4 researchers. These GETPs addressed the gaps and specific needs the partners identified through preliminary and ongoing assessment within their own institutions. An overview and comparison of the GETPs of all EGERA partners was described in the second WP4 report Gender training plans and concepts for main gender training actions (Van Arensbergen, Bleijenbergh & Lansu, 2014b). During the course of the EGERA project (2014-2018) each EGERA partner implemented various gender equality training actions. The WP4 researchers monitored these actions

and supported partners by providing group model building sessions as pilot training actions at each EGERA partner institution.

This report entails a detailed review of the activities on gender equality training implemented by all partners during the course of the EGERA project. It is based upon the gender equality training plans, the regular training updates provided by the partners and the information provided by the partners for the annual project evaluations coordinated by the CESIS team under WP8.

We will describe the initial objectives of the gender equality training as formulated by each partner, followed by an overview of all training activities that each partner implemented. We will also refer to future plans regarding training activities at each institution. Furthermore, we will describe what hindering and facilitating factors the partners experienced while developing and implementing gender equality training. Finally, we will reflect upon this overview by formulating recommendations for the design and implementation of future gender equality training.

3. Implemented gender equality training activities

In this section, we will describe all gender equality training activities implemented per partner. First, we refer to the objectives as formulated in their initial gender equality training plans and used as starting point when developing training activities. Then we will list the various activities, including more specific aims, the method and content of the training activity and information on the participants. We will also briefly refer to the future plans regarding gender equality training at each partner institution.

3.1. Fondation Nationale des Sciences Politiques - Sciences Po

Sciences Po formulated the following priorities in their initial gender equality training plan:

- Enhancing gender equality and a gender sensitive perspective in Human Resource Management
- Addressing sexual harassment through gender training
- Raising awareness and strengthening support among top managers
- Building the case of gender in science through gender training

In order to ensure both the success (in terms of participation) and effectiveness (in terms of appropriation of concepts and objectives) of the training and awareness-raising actions, the Sciences Po EGERA team embedded its further development and validation into a broader cooperation with the Human Resource Department (responsible for on-the-job training). The gender training offer was integrated into the broader institutional training offer, so as to ensure its sustainability. Due to these efforts gender equality training activities mainly took place during the second half of EGERA project and not all activities were implemented as initially planned. Accordingly, to the gender equality training plan, the organized training sessions reached high level management; intermediate management (including legal, administrative, HR and research support services) and first grade students (B.A.). High HR management, researchers and M.A. and PhD students were not engaged to the extent stated in the gender equality training plan.

The following gender equality training activities were implemented over the course of the EGERA project:

➤ **Training on addressing and preventing sexual harassment**

The Sciences Po EGERA team organized three training sessions on sexual harassment for the multidisciplinary team of the Monitoring Unit. The sessions entailed sharing of the key theories and concepts regarding sexual harassment and the knowledge on the legal and legislative aspects of sexual harassment. It furthermore aimed at the development of a common practice approach, such as response categories for telephone calls; conducting interviews; objectification of facts; support for victims over time; dealing with the emotional aspects.

On average twelve people participated in each full day training organized once a year. The sessions provided the participants with relevant knowledge and instruments (a fully-fledged action protocol) to address cases of sexual harassment from various points of view: a legal, administrative, schooling, medical and psychological point of view.

➤ **Awareness raising sessions on sexual harassment for students**

Besides the training sessions for staff members, the Sciences Po EGERA team supported the organization of two awareness-raising sessions on sexual harassment, targeting all first grade students entering Sciences Po. The sessions were led by the gender equality officer and took place at the campus in Paris and at all six regional campuses of Sciences Po. About 350 male and 550 female students participated. These awareness-raising sessions will be institutionalized on a yearly basis.

➤ **Group model building towards gender equality involving top management**

With the objectives to mobilize top management to implement EGERA objectives and increase awareness on gender inequalities and biases in recruitment, wages, students' orientation and professors' evaluation, the Sciences Po EGERA team addressed the top management with the group model building training pilot, in collaboration with the EGERA team from the Radboud University Nijmegen.¹ The training was also key for preparing Sciences Po Director to his commitment as part of the HeforShe campaign.

Fourteen people, mainly (executive) directors, secretary generals of research departments and centers and gender experts from Sciences Po, participated in the training session. The training was provided by two members of the Radboud EGERA team; consisting of two four hours sessions with about a month in between. The participants debated the principles of gender equality and diversity, revealed their initial knowledge on the issue, discussed the dynamic processes around gender inequality, translated this in a model representing their common knowledge and identified levers for change at Sciences Po.

The training was evaluated by means of an open survey at the beginning of the first and the end of the second session and a closed questionnaire at the end of the second session.

¹ See training activities of the Radboud University for more details on the method of group model building.

➤ **Strengthening equality between women and men in Human Resource management**

The team organized two sessions on strengthening gender equality in HR management, addressing the HR department. The objectives of this training were:

- Sharing knowledge on gender equality in recruitment and career development
- Enabling participants to identify and analyze situations of inequality leading to discrimination
- Reflecting upon existing HRM practices at Sciences Po and their potential implications from the perspective of gender equality
- Strengthening the implementation of gender sensitive practices preventing gender bias in recruitment, promotion, career development and education

Both sessions lasted four hours and used an interactive format, alternating short presentations and participatory modules. About eight HR staff members involved in recruitment and career management participated in the training.

➤ **Gender training for the members of the network of gender focal persons**

Eleven appointed gender focal persons in most of Sciences Po departments and schools participated in a gender training, as a mission statement for them to contribute actively to mainstreaming the EGERA objectives. The sessions consisted of basis knowledge on gender equality in research and the academia, basic data with respect to gender inequality and biases at Sciences Po and comprehensive knowledge of Sciences Po's gender equality strategy. Participatory and experienced based methods were use.

➤ **Gender training for elected members of students' associations' boards**

Recently, a gender training has been integrated within the compulsory training scheme for the members of boards of registered students associations. Via participatory methods with a variety of supporting material participants acquired basic knowledge on gender equality, stereotypes and biases in academia. More specifically, they viewed basic data with respect to gender inequalities and biases at Sciences Po and its gender equality strategy. Furthermore, the training included elements to support Sciences Po's prevention strategy against gender based violence and sexual harassment.

Future gender equality training at Sciences Po

The gender equality training offer has been embedded within the broader institutional training offer coordinated by the HR department. In the near future, the awareness raising sessions for B.A. and M.A. students will be institutionalized. Furthermore, the Sciences Po EGERA team is engaged in the development of gender equality training actions targeting HR managers. The actions will be part of two processes HR is responsible for: the establishment of the Gender Equality Label and the implementation of the HRS4H scheme (The Human Resources Strategy for Researchers).

3.2. Universitat Autònoma de Barcelona

At the Universitat Autònoma de Barcelona (UAB) gender equality training is a priority goal of their university's Third Equality Action Plan and serves as a tool for implementing measures as formulated in this plan. For example, one of the measures states "Promote and use non-sexist language at the university in the institutional, academic and scientific ambit and in daily life, and in all forms of communications (publications and documentations, individual and group contact". There is also a measure directly referring to gender training: "Provide training on gender perspective in PhD courses and research groups, to students, management teams and research staff".

According to the gender equality training plan designed by the UAB EGERA team, the goals of gender equality training were:

- Raising gender awareness and visibility of sexism and inequalities
- Spreading a gender equality culture based on principles of equality, inclusive university, community engagement and social justice
- Enhancing gender equality and a gender sensitive perspective within the academic community
- Strengthening the gender dimension in teaching
- Strengthening the gender dimension in research and funding

Training was mainly targeting three groups at UAB: 1. Students; 2. Teaching staff; and 3. Administrative and support staff. Grouped accordingly we will describe the training activities which were organized during the course of the EGERA project at UAB.

➤ Gender training workshops addressing students

The UAB organized various workshops on gender for students from different academic disciplines. Most workshops lasted twelve to fifteen hours spread over four days. Participants received ECTS credits for these workshops, which were coordinated by the Observatory for Equality. Several workshops involved trainers from the Joan Rivière Center in psychology and gender. This is a center of the UAB dedicated to deepening the inclusion of the gender perspective in psychology and other related disciplines. Other trainers came from the Language Services UAB, the EGERA team, or from other disciplines at UAB. The workshops focused on gender in various fields of expertise, e.g. communication, politics, law, health, psychology, technology. On average 25 students can enroll in each workshop. Waiting lists for various workshops indicate the workshops can be considered a success. Over two hundred students (about a quarter of them being male students) participated in the following workshops for students, which were organized during 2015 and 2016:

- "And yours, how is it? Affective-sexual diversity, families, and education"
- "Non-sexist communication"
- "Political action, participation, and gender"
- "What's the connection between health and gender perspective"
- "Where are the women?"
- "Budgets with a gender perspective: an instrument for equality"
- "Legal responses to gender-based violence"
- "Gender, Cooperation and armed conflicts"
- "Body, Technology, gender and anime"

- “Gender and Psychology”

➤ **Training on gender and communication for teaching staff**

The Observatory for Equality organized in collaboration with the Quality Teaching Office of the UAB, a two-day training on gender and communication targeting all teaching staff, who want to improve their knowledge on gender related to communication, not only during classes, but also in their publications and other academic materials, such as programs, bibliographies etc. Fifteen teaching staff members participated (both men and women). The training focused on the use of non-sexist language while teaching, supported by theoretical aspects about using inclusive language. Furthermore, participants received training in analyzing various written and audiovisual materials and exercised to avoid sexist language in their public communication.

➤ **Training on gender and communication for administrative and support staff**

Two times the training “Gender perspective in communication and non-sexist language” was organized by the Observatory for Equality in in collaboration with the UAB Training Service for Administrative and Support Staff. The goal of the training was to offer tools to support the implementation of a gender perspective in communication and the use of non-sexist language to administrative and support staff, to be used in their daily work at the UAB. On average twelve administrative staff members in charge of the university’s communication (websites, social networks, communication department, etc.) participated in the two six hours training sessions. They learned about the theoretical aspects of using an inclusive language, followed by an interactive session on analyzing written and audiovisual materials. They exercised to avoid sexist language in all kinds of public and academic communication.

➤ **Training on gender in research for teaching staff**

The Observatory for Equality in collaboration with the UAB Office for Teaching Quality organized the training program titled “Gender perspective and Gender Dimension in our research projects. Horizon 2020”. The goal of this training program was to offer theoretical and practical tools to support the implementation of a gender perspective in research. An average of twenty teaching-staff members participated (both men and women). The program consisted of four sessions of two hours each; three of these sessions focused on theoretical content in gender studies, and one session was an interactive workshop to analyse research projects from the perspective of the Gender Toolkit and feminist tools in research.

➤ **Training on gender in research for administrative and support staff**

The Observatory for Equality in collaboration with the UAB Training Service for Administrative and Support Staff organized the training program titled “How to include a Gender perspective in research”. The goal of this training program was to offer theoretical and practical tools to support the implementation of a gender perspective in teaching from a transdisciplinary point of view.

➤ **Training on gender in research for PhD students**

In collaboration with the Area for Research and the UAB Doctoral School, a training was organized with the title “Gender Perspective in Research”. The four hours training session was organized by the Observatory for Equality and addressed all UAB PhD students. A total of twenty PhD students from a range of disciplines attended the course. The goal of the training was to offer theoretical and practical tools to support the implementation of a gender perspective in research. The training session included theoretical content related to gender concepts and allowed time to discuss research projects from the perspective of the Gender Toolkit and feminist tools in research.

➤ **Training on gender perspective in teaching for teaching staff**

The training program titled “Gender perspective in Teaching” was organized by the Observatory for Equality in collaboration with the UAB Office for Teaching Quality. The goal of the training session was to offer theoretical and practical tools to support the implementation of a gender perspective in teaching. About 25 teaching staff members participated (both men and women). The training program consisted of three theoretical sessions and one workshop session to discuss measures designed by the Observatory for Equality to introduce gender perspectives into the distinct degrees offered by the UAB. The results deriving from the workshop were taken into account in designing the UAB Plan for the inclusion of gender perspective in all UAB degrees. The high level of involvement shown by the teachers who participated in the sessions supported the preparation of a Teaching and Multidisciplinary Innovation Group in Gender Perspective in Teaching for the next academic year (2018-2019).

➤ **Training on sexual harassment at the university**

The Observatory for Equality organized a training called “Supporting victims of sexual violence at the university”, after first having participated in this same training provided by an external expert from the Universitat Rovira i Virgili. This training consisted of three five hours sessions on gender based violence at universities. After being trained themselves together with the UAB EGERA team they organized the training on sexual harassment three times, respectively for students, administrative staff and lecturers. About thirty people attended the sessions.

➤ **Group model building towards gender equality for administrative and support staff**

The group model building pilot aimed to raise gender awareness and enhance gender equality and a gender sensitive perspective within the academic community.² The UAB team initially aimed to address the top management of the UAB. However, in the end no managers participated in the training, as participation to the training was on a voluntary basis. Open invitations were sent out to UAB staff and resulted in twelve participants, mainly administrative and support staff.

The training was provided by two members of the Radboud EGERA team and consisted of two four hours sessions with a few days in between. The participants debated the principles of gender equality and diversity, revealed their initial knowledge on the issue, discussed the dynamic processes around

² See footnote 1

gender inequality, translated this in a model representing their common knowledge and identified levers for change at UAB.

The training was evaluated by means of an open survey at the beginning of the first and the end of the second session and a closed questionnaire at the end of the second session.

Future gender equality training at UAB

According to the UAB EGERA team, they currently face a very positive moment to institutionalize gender training in UAB, as the government team is strongly committed to gender equality. The government team has initiated the process to introduce a gender perspective in teaching and research, (in accordance with the Gender Equality Law 17/2015), requiring the design of a long-term training action plan. Training will target all teaching and research staff, as well as administrative and support staff, who will have to pass these specific courses. In fact, the UAB team is currently working on the Fourth Equality Action Plan (2018-2021), so designing a Gender Training Plan will be one of the priorities of UAB.

3.3. Radboud University Nijmegen

At Radboud University, the EGERA team formulated the following training objectives in the initial gender equality training plan:

- Raising awareness and strengthening support among top managers
- Strengthening the gender dimension in research and funding applications
- Incorporating gender in curricula

According to the initial plan the focus of gender equality training at the Radboud University was on the Science Faculty, as there the representation of women is very low and the dean of the faculty committed himself to changes towards gender equality. Most of the training activities therefore were implemented at the Science faculty. All planned activities were carried out, except for the gender training regarding strengthening the gender dimension in research and funding applications. Due to changes in staff of the research support unit and other unforeseen circumstances, this activity did not progress from the planning phase to implementation.

➤ Group model building towards gender equality and diversity at the Science Faculty

The Radboud EGERA team provided gender equality training at five research institutes of the Faculty of Science, using the method of group model building. On average twelve staff members of each research institute participated in each session, including board members of the Science faculty, directors and managing directors, heads of departments and HR advisors. As coordinators of the EGERA work package on gender equality training, they also implemented this method as a training pilot at all other EGERA partner institutions. Therefore we will describe the method in more detail.

The group model building sessions aimed to create a shared mental model amongst stakeholders of structural processes that produce gender (in)equality in science. It aimed to foster consensus amongst the participants on the causes and consequences of gender inequality and to create commitment to leverages for change that were identified during the training. The method enables team learning, by

supporting the construction of a shared mental model of gender inequality among the participants. Supported by a professional facilitator, the stakeholders jointly developed a causal loop diagram of gender (in)equality at their institution. This diagram also showed the feedback processes at work. The modeling process helped to structure the discussion and to integrate theoretical knowledge (also from a participating gender expert) with day-to-day knowledge the participants had about the issue. By understanding the structural processes that produce gender (in)equality stakeholders were able to identify potential leverages for change. Furthermore, the process of constructing a shared mental model aims to enhance commitment of participants with potential policy measures.

The training sessions were provided by two members of the Radboud EGERA team (a facilitator and modeler) and consisted either of two sessions of four hours or of three sessions of three hours with about two weeks in between. The first session started with a discussion on the situation regarding gender inequality at the specific research institute of the Science faculty, followed by the identification of the structural processes producing gender (in)equality at that particular institution. After the first session the trainers made a workbook, summarizing the preliminary results and asking the participants for additional suggestions. The second session included further discussion on the structural processes based on the input of the participants on the workbook and included the identification of leverages for change and more specific suggestions for policy measures supporting gender equality. The trainers wrote a final report after the second session, describing the results of the training and summarizing the policy recommendations that had been identified.

Every training was evaluated by means of an open survey at the beginning of the first and the end of the second session and a closed questionnaire at the end of the second session.

During the EGERA period, the EGERA team furthermore implemented six group model building interventions on gender and diversity in other Dutch universities (Tilburg University and Wageningen University & Research). Overall, these sessions involved about sixty stakeholders, predominantly top management, including six deans. Most interventions consisted of two sessions of four hours.

➤ **Gender training for academic leaders**

During the EGERA project period, a module of group model building on gender and diversity became an integrated part of the Academic Leadership program of the Radboud University. This is a program to train the leadership skills of assistant and associate professors, both men and women from all faculties of the Radboud University. An EGERA team member provided a four-hours workshop. The pilot module attracted eight participants.

➤ **Gender in curricula**

As management students at the Radboud University were found to lack knowledge and sensitivity on gender (in)equality in organizations, the EGERA team supported the incorporation of gender in curricula in the area of management sciences. Gender modules integrated in Master courses of the Nijmegen School of Management, for example business administration, public administration, political science and economics aimed to raise awareness in new generations of students on gender inequality and its connection to organizational performance. Furthermore, a new Master specialization program on gender has recently been developed, named “Gender equality, diversity and inclusion in

management”, institutionalizing the integration of gender in academic curricula at the Radboud University.

Future gender equality training at Radboud University

Gender equality training has recently been integrated in the Academic Leadership Program of the Radboud University. To increase the number of participants, from 2018 on the module will be offered to the entire academic community rather than to the limited group of employees participating in the academic leadership program. There will be training sessions of application committee members on preventing gender bias in the application procedure. And the integration of gender in academic curricula will be institutionalized in a Master specialization program on Gender equality, diversity and inclusion in management.

3.4. Middle East Technical University – METU

At the Middle East Technical University (METU) gender equality training was organized directed towards four priority objectives:

- Raising gender awareness and strengthening support among top management
- Raising gender awareness and sensitivity among the academic community
- Strengthening the gender dimension in higher education and research
- Addressing sexual harassment and gender violence through gender training

Over the course of the EGERA project the METU team provided various gender training activities each year, organized within the context of two development programs, one for academic and one for administrative staff. Overall, these training modules reached over two hundred academic and administrative staff members. Besides these two programs, the METU team organized the pilot group model building session for management staff, provided by the Radboud team. A description of the three training modules follows next.

➤ Academic Development Program for newly hired faculty members (AGEP)

The Academic Development program targeted academic staff newly recruited at METU to introduce academic skills (such as effective teaching, mentoring and communication) and information about the METU life. The METU EGERA team developed and provided modules on gender sensitivity, which they incorporated into the existing program.

This module aims to increase the awareness and knowledge of newly recruited academic staff on basic concepts of gender equality and to support them in assessing their own experiences by using these concepts, as well as to provide suggestions and recommendations for changes towards gender equality at METU. The modules included group discussions and tutorials, including information on the numbers and facts related to gender inequality and gender bias, an introduction of major concepts of gender (in)equality, a discussion of real-life experiences and of possible ways of eliminating gender inequality in research and within METU. The EGERA team also adopted the group model building method in their training sessions. During the course of the EGERA project, the METU EGERA team implemented the

gender sensitivity module three times, each session lasting three hours, overall reaching 135 teaching and research staff members (both men and women).

➤ **Development Program for Administrative Staff at METU (IGEP)**

The Development Program for Administrative Staff (IGEP) is a development program as well, but designed for administrative staff already employed at METU. The METU EGERA team developed and provided gender sensitivity modules, which they incorporated into the existing program.

This module aims to increase awareness and knowledge of administrative staff on basic concepts of gender equality and to support them in assessing their own experiences by using these concepts, as well as to provide suggestions and recommendations for changes towards gender equality at METU. The modules included:

- group discussions and tutorials including numbers and facts related to gender inequality and gender bias
- an introduction of major concepts of gender (in)equality, information on the existing and recent national and institutional policies and mechanisms on gender-based offences and mobbing
- a discussion of real-life experiences and of possible ways of eliminating gender inequality in research and within METU.

The EGERA team also adopted the method of group model building in these training sessions. During the course of the EGERA project, the METU EGERA team implemented the gender sensitivity module four times, overall reaching hundred administrative and supporting staff.

➤ **Group model building towards gender equality for top management**

In line with METU's priority goal to raise gender awareness and strengthen the support among top management, the group model building pilot targeted the top academic administrators.³ The sixteen participants were all top administrators and academics representing most faculties, graduate schools and institutes of METU.

The training was provided by two members of the Radboud EGERA team and consisted of two four hours sessions with a few days in between. The participants debated the principles of gender equality and diversity, revealed their initial knowledge on the issue, discussed the dynamic processes around gender inequality, translated this in a model representing their common knowledge and identified levers for change at METU.

The training was evaluated by means of an open survey at the beginning of the first and the end of the second session and a closed questionnaire at the end of the second session.

➤ **Training Module on Sexual Harassment targeting incoming ERASMUS students**

A training module on sexual harassment has been provided to incoming ERASMUS students since December 2016. The module aims at introducing students cultural differences to make them more

³ See footnote 1

aware of threats of sexual harassment, mechanisms and programs available for them in cases of such assaults. The total number of students received such training is around 175.

Future gender equality training at METU

During the course of the EGERA project, the management of METU gained more interest in the issue of gender equality and became more willing to extend it to other campuses. In particular, the gender sensitivity module, which is still in effect as part of the development programs for both newly recruited academic staff (AGEP) and for the already employed administrative staff (IGEP), is scheduled to be extended to the METU Northern Cyprus Campus.

3.5. University of Antwerp

At the University of Antwerp (UA) the EGERA team had very limited opportunities to actively organize gender equality training activities themselves. They needed to be offered as part of the university's training program, which was found to be rather difficult to influence and had to be arranged in collaboration with the Human Resources department. A large amount of time was invested in establishing good working relations with HR staff members and collaboratively design gender equality training plans. The main priorities to be targeted with gender equality training were defined as:

- Raising awareness within the Board of Governors and the Council of Deans
- Raising awareness and strengthening support among top academic managers
- Raising awareness among all university staff
- Supporting academic careers of individual postdoctoral researchers

The gender equality training activities mainly addressed administrative staff at the central level, e.g. communication, HR and equal opportunities staff. The activities implemented during the course of EGERA are described next.

➤ Training on interculturalism and diversity

The Equal Opportunities Unit, Student services, and the HR department organized a seminar for all student advisors and supervisors, ombudspersons and tenured academic staff, named "Interculturalism and diversity of students with a migration background". Almost thirty participants were involved from a broad range of faculties and services of the UA. The training, initially designed as an interactive workshop, consisted of three lectures by in-house experts from the department of linguistics, general practice and history. Participants expressed afterwards they would have liked to see the training being more interactive and hands-on with clear examples of how to use this knowledge in practice.

➤ Training on diversity sensitive communication

Two sessions were organized for a training on "Diversity sensitive communication", each session lasting for 3,5 hours with about a month in between. The session targeted administrative and technical staff from the departments of communication, HR and the Equal Opportunities and Diversity Unit.

Eighteen staff members participated. Two external trainers, experts in communication, provided the training. The session started with sharing theoretical concepts such as 'identity', 'cultural diversity' and 'imaging', using an interactive approach. Participants get a theoretical framework and concrete advice illustrated by many examples. The trainers extensively elaborate on the methodology of in-depth interviewing, which the participants need to exercise in the time between the two sessions. The ultimate goal of the second session was the start of a manageable checklist with issues that the communication services can immediately apply in its own communication material and include in a longer term in the communication policy plan of the UA.

➤ **Mentoring program for postdoctoral researchers**

In 2014, the mentoring program for postdoctoral researchers was launched, being relaunched in 2016, coordinated by the HR department, the Equal Opportunities and Diversity Unit and the Antwerp Doctoral School. This program aims to create a career instrument of support for postdoctoral researchers in their academic career by exchanging experiences and feedback. The HR department matched mentees to mentors, who are preferably from another department within the same field of science. While the program does not exclusively address women, the majority of the participants are women. About fifteen mentees participated in each trajectory.

➤ **Group model building towards gender equality**

The University of Antwerp was the first of the EGERA consortium to organize the group model building pilot.⁴ The UA EGERA team managed to organize the two four hours sessions in a very short time frame. As the main priority for the UA team was to get acquainted with the method of group model building and determine whether this would be suitable for future training activities, they predominantly invited members of the steering committee for Equal Opportunities and Diversity to participate. Ten people participated, e.g. HR, administrative and teaching staff, all members of the Equal Opportunities Steering Committee.

The training was provided by two members of the Radboud EGERA team. The participants debated the principles of gender equality and diversity, revealed their initial knowledge on the issue, discussed the dynamic processes around gender inequality, translated this in a model representing their common knowledge and identified levers for change at the University of Antwerp.

The training was evaluated by means of an open survey at the beginning of the first and the end of the second session and a closed questionnaire at the end of the second session.

Future gender equality training at the University of Antwerp

There are plans to extend the first training modules on diversity sensitive teaching and communication to other topics. Furthermore, in collaboration with the HR department the UA EGERA team designed a plan to embed a gender and diversity training in the existing Managing and Coaching program of the university. It is now the responsibility of the HR department to implement this plan when they review the program. The reviewed program will be developed from a new conceptualization of leadership.

⁴ See footnote 1

3.6. Vechta Universität

At the University of Vechta (UoV) the main goals of gender equality training as formulated in the initial gender equality training plan were:

- Raising awareness and strengthening support among top managers
- Strengthening the gender perspective in research/higher education and funding applications
- Raising awareness and knowledge on gender+ stereotypes in teacher education/and in schools
- Addressing sexual harassment, gender based violence and other discrimination
- Strengthening gender+ competence of staff and students in general

In line with these goals, various training activities were implemented during the course of the EGERA project.

➤ **Workshop on sexual harassment and gender based violence**

The Vechta team organized a workshop on sexual harassment and gender based to raise awareness to these issues and to work on intervention strategies. About twenty participants enrolled, with various professional backgrounds, e.g. psychological support service, gender equality commission, Human Resource Management, legal services.

➤ **Group model building towards gender equality**

The group model building pilot training targeted top management of the UoV and representatives of most of the UoV administrative and support services (e.g. HR, international office, financial department).⁵ Eventually eleven people participated in the training, including top management, HR, administrative and support staff, and teaching and research staff.

The training was provided by two members of the Radboud EGERA team and consisted of two four hours sessions with a few days in between. The participants debated the principles of gender equality and diversity, revealed their initial knowledge on the issue, discussed the dynamic processes around gender inequality, translated this in a model representing their common knowledge and identified levers for change at UoV.

The training was evaluated by means of an open survey at the beginning of the first and the end of the second session and a closed questionnaire at the end of the second session.

➤ **Training on including a gender perspective in funding applications**

With the objective to increase knowledge on “Gender in research tools” and its implementation in research and funding proposals, the UoV EGERA team organized the workshop called “Horizon 2020 – structure, funding areas and the integration of gender and equality of opportunity”. The trainer was an external expert from the Office for Women in EU Research, the EU office of the Federal Ministry for

⁵ See footnote 1

Education and Research. Seven teaching and research staff members (all women) participated in this training workshop, although more participants were expected.

Through this workshop, the participants gained an overview of the background of Horizon 2020 and its funding opportunities. They received information on how and where they can be able to benefit from EU funding. The following topics were addressed in more detail: the framework of EU research policy; the structure and program elements of Horizon 2020; participating in the submission and review of proposals; equal opportunity and the crosscutting issue of gender in Horizon 2020; and funding opportunities in the funding area "Science with and for Society".

➤ **Gender and diversity training on leadership**

There was a gender and diversity training organized, particularly focusing on leadership for scientific fellows.

➤ **Gender and diversity competence training**

In line with the objective to strength gender+ competence of staff in general and to strengthen a gender+ equality culture within the institution, the UoV EGERA team organized a gender and diversity competence training addressing administrative and support staff. The training involved a seminar combining both theory and practice, including interactive exercises for self-reflection. In total forty staff members participated, among them predominantly gender equality commissioners, but also HR staff, administrative and support staff, teaching staff and students. The training received very positive feedback from the participants.

After this face-to-face training the EGERA team provided teaching staff with an online tool on gender and diversity competence in higher education for self-assessment and further education.

➤ **Panel discussion on Feminism and Gender**

Addressing a broad audience, mainly consisting of students, a panel discussion was organized named "Feminism and Gender". One reason for the panel discussion was the publication of a book ("GenderGaga" by Birgit Kelle) in which gender mainstreaming is described as an "absurd ideology". The book got a lot of attention from the media and political parties, which the team considered an indication that academics who are concerned with gender issues must increasingly expect public challenge. The panelists were a blogger, artist and political scientist, who discussed possible reasons for increasing hostility against researchers and artists. About fifty people attended the discussion.

➤ **The Gender and Diversity Certificate framework**

After a range of strategic workshops, the UoV recently (2017) implemented the Gender and Diversity Certificate. The certificate is a university supplementary qualification, which comprises up to 30 CP, integrated into the profiling area. It consists of three modules: 1. a basic module introducing theory, concepts and applications of gender and diversity research; 2. a deepening module with a thematic focus (e.g. work, politics and economics; culture and representation; health and well-being), and; 3. a graduation module (a supervised research oriented project). The certificate is intended to provide

students with competence in the area of gender in addition to their qualifications in their respective subjects.

In the framework of this certificate program there were fourteen lectures organized in 2017. The objective of these lectures was to sensitize students and staff members on gender and diversity issues. These lectures focused on different gender and diversity topics.

Future gender equality training at the University of Vechta

As a result of the recent institutionalization of the Gender and Diversity Certificate for students, the gender trainings addressing students will remain to be carried out in the future. However, regarding gender equality training for staff member, the EGERA team expects not much to be offered.

3.7. Ústav výzkumu globální změny AV ČR – CzechGlobe

The gender equality training plan of CzechGlobe initially aimed at the following priority goals:

- Raising awareness and gender sensitivity
- Strengthening support for gender equality and promoting gender competences
- Supporting careers of individual research, administrative and technical staff with specific needs
- Raising awareness and knowledge on the gender dimension in research

A variety of training activities were carried out addressing CzechGlobe staff during the course of the EGERA project. They will be described grouped according to the overarching theme of the training.

➤ Training on a gender perspective in research and evaluation

During the course of the EGERA project, various training sessions were organized on gender and research. The first training provided information on how to implement a gender dimension in research and funding applications, particularly regarding Horizon 2020 proposals. The seminar aimed at strengthening the position of CzechGlobe when submitting Horizon 2020 proposals. The training was provided by an external expert from the research department of the National Contact Center - Gender and Science of the Institute of Sociology of the Czech Academy of Sciences.

Another training which was organized related to gender and research was named “Research work, excellence and evaluation” and aimed at referring to gender equality and a gender perspective in science as a principle of Responsible Research and Innovation, and as a mark of excellence and at presenting benefits of gender equality and a gender dimension in research. The workshop addressed the following questions:

- Do social standards affect how we assess the quality and abilities?
- What qualities do we emphasize in the evaluation?
- Do we judge excellence differently in mathematics and philosophy and otherwise in the natural sciences?
- How do we perceive the scientific competencies of female scientists?

The trainer was an expert from the research department of the National Contact Center - Gender and Science of the Institute of Sociology of the Czech Academy of Sciences.

Recently other training sessions were organized on the gender in climate change research. These activities focus on the gender dimension and agenda of climate and global change research and of EU research policy. There were lectures provided by experts from CzechGlobe and from the National Contact Center - Gender and Science of the Institute of Sociology of the Czech Academy of Sciences, and there were interactive discussions. The relevant target group, consisting of managerial scientists and early career scientists, showed strong interest in these training sessions.

➤ **Training on leadership for women**

A workshop to support and empower (young) female researchers to become leaders was provided by the training and consulting organization called the European Contact Group.

➤ **Training on work life balance**

Two training sessions were organized half a year after each other named “Scientific Career and Family - Can You Handle Both?”. Two experts from the Czech Academy of Sciences provided the training sessions.

➤ **Career development training**

During the course of the EGERA project, two training activities on career development were organized. One was called “Key competences for career development” and was provided by an expert from the training and consulting organization called the European Contact Group. The second training activity was called “Career development for early-career researchers”, provided by experts from the National Contact Centre for Gender and Science and the Institute of Professional Development of Workers in Education (ÚPRPŠ).

➤ **Training on management skills**

Various training activities targeted CzechGlobe’s top management, leaders of scientific teams, departments and divisions and heads of department from the operating sector. The objectives of these training sessions were initially to raise gender awareness and support a gender equality working environment, HR policies and institutional rules and practices. Furthermore, they aim to motivate leaders to integrate a gender perspective into daily work and career development, and to build competences among leaders in order to support early career staff. In practice, the training activities eventually organized addressed general topics like management skills and career development.

During the course of the EGERA project three training sessions, basic and advanced modules, were organized focusing on time management. Another training session related to the development of management skills was a training on “How to select a team?”. Furthermore, there was one training session on communication styles, negotiation, arguments and how to give feedback.

Experts from the training and consulting organization called the European Contact Group provided all five training activities.

➤ **Group model building towards gender equality**

The group model building pilot training at CzechGlobe aimed at strengthening support to gender equality and at promoting gender competences among top managers, team leaders and division leaders.⁶ Eventually ten people participated in the training, including scientific team leaders, scientific secretary and research staff.

The training was provided by two members of the Radboud EGERA team and consisted of two four hours sessions with a few days in between. The participants debated the principles of gender equality and diversity, revealed their initial knowledge on the issue, discussed the dynamic processes around gender inequality, translated this in a model representing their common knowledge and identified levers for change at CzechGlobe.

The training was evaluated by means of an open survey at the beginning of the first and the end of the second session and a closed questionnaire at the end of the second session.

Future gender equality training at CzechGlobe

CzechGlobe is involved as a work package leader in a Horizon 2020 project consortium called RINGO (Readiness of ICOS for Necessities of Integrated Global Observations). Even though the RINGO project primarily focuses on further development and fostering sustainability of the research infrastructure ICOS (Integrated Carbon Observation System), the gender dimension within the project implementation has been included into the project. Within the context of this and other similar international projects, CzechGlobe plans to further establish gender equality training activities.

According to the results of the training evaluations, the CzechGlobe EGERA team plans to focus more specifically on two target groups: female researchers and early-career researchers. Regarding the other target groups (management and established researchers) the EGERA team plans to aim at gender aspects of research conducted by CzechGlobe research teams (including gender aspects in proposals to the Horizon 2020 program) and secondly on the assessment of academic research on the national level.

4. Factors hindering the implementation of gender equality training

Although many of the gender equality training activities as initially planned by the partners at the beginning of the EGERA project were implemented accordingly, other training activities could not be implemented or only after a large delay, due to particular hindering factors. We will now summarize the most important factors experienced by the EGERA partners to hinder the implementation of gender equality training.

⁶ See footnote 1

Various partners worked towards embedding gender equality training within a broader institutional framework. For example, the University of Antwerp collaborated with the Human Resources department in order to integrate gender equality training in the general training offer available to all staff members. In addition, Sciences Po systematically attempted, in cooperation with the gender equality officer, to embed the proposed gender training activities in long-lasting training schemes. Although this approach can ensure the implementation of gender training beyond the project's timeline, it proved to be very time consuming and delaying the introduction of gender training actions. In several cases, EGERA partners were dependent on individual staff members for the development and/or organization of particular gender training activities. This was detrimental in cases these individuals were on leave for a longer period (e.g. sick leave or pregnancy and maternity leave) or when there were changes in staff. As the result of depending on this specific person who is (planned or unplanned) absent for a longer time, no progress was made regarding the training activities.

Attracting the right type and number of participants to the training targeted, proved a challenge as well. When it involved training for high management or academic staff, lack of participation could often be ascribed to full agenda's. Most training sessions had a voluntary character of participation. People declined the invitation to participate, indicating their full agenda does not enable to participate in a three of four hour training. Particularly when dates for the training were set while sending the invitations, it appeared difficult to attract larger number of participants for longer time slots. Even when participants committed to participate beforehand, as was the case with the group model building sessions at Radboud University, scheduling time slots where all invited participants were available, was also found to be difficult. In these situations, full agendas sometimes led to delay of training implementation and required strong flexibility and endurance from the organizers.

Gender equality training based on voluntary participation, resulted in several cases in a lower number of participants than aimed at and the participants being people who already were committed to gender equality issues. Besides lack of time preventing people to participate, EGERA teams also experienced resistance on various levels, e.g. cultural, organizational and individual. Cultural resistance for example hindered openness to problematize particular gender equality issues, like gender based violence and sexual harassment. As a result, certain training activities were in some cases avoided. For example at CzechGlobe, the team eventually decided not to implement the initially planned training addressing among other issues also sexual harassment. Organizational resistance was reflected in high management not collaborating with the development or validation of gender equality training plans, resulting in large delays of training implementation. Similar to individual resistance, organizational resistance seems to stem from the belief to be gender neutral and unbiased. Committing to gender equality training is perceived as admitting that you or your organization are/is gender biased and contributing to gender inequality. This happened for example in the training sessions with top management at METU. At the start, participants showed resistance to consider the existence of gender inequality and gender biases at the institution, and they expressed their strong belief that METU has an equality and merit based culture. As the training progressed, the participants questioned their initial assumptions and started expressing issues of inequality, which they had not considered as such before.

Finally, more specifically regarding training activities on including a gender dimension in teaching and research, EGERA partners found a low interest among academic staff to participate. This low interest may result from low prestige and a lack of recognition of the value of including a gender perspective in teaching and research.

5. Factors facilitating the implementation of gender equality training

Besides hindering factors, EGERA teams experienced several factors facilitating the development and implementation of gender equality training. An important facilitating factor was found to be having support and commitment of top management. For example at the Autonomous University of Barcelona (UAB), especially the vice rector of students was very committed and played a crucial role in the implementation of gender politics at UAB. Especially when this commitment was openly expressed, it seemed to lower resistance to gender equality issues and participate in gender training. High level commitment was also expressed in active participation of top management in gender training. For example at the Radboud University, the dean of the Science faculty participated in two half day training sessions. His participation was a sign for other staff members that gender equality issues were taken seriously and increased their willingness to participate as well. Commitment as expressed by signing the Antwerp Charter on Gender-Sensitive Communication in and by Academia, was also found to trigger the development of training on gender sensitive communication.

However, support does not only come from the top levels, as was shown in the case of the University of Antwerp. There bottom-up interest was found to facilitate the development and implementation of training actions. For instance, teaching staff asked the HR and Equal Opportunities departments for training on how to deal with ethnic and cultural diversity.

Several factors seem to have facilitated the development and implementation of gender equality training at the organizational level. For example, the presence of other European funded projects on gender equality was considered to be a facilitating factor by the Radboud University. It made the issue of gender equality more visible and legitimate within the university, as European funding is a sign of recognition. CzechGlobe indicated that the involvement of international colleagues from CzechGlobe partner institutions facilitated the implementation of gender training. At Scienes Po, initially due to limited resources they were urged to develop in-house gender training capacities. However, this in-house expertise was found to eventually facilitate the implementation of following gender training actions.

Regarding the facilitation of attracting more participants, having gender training or gender modules be compulsory, was found to support higher participation rates. Also recognizing credits to completing gender modules, as is done at the UAB, can be related to high numbers of participants. At the University of Vechta the insitutionalization of the Gender and Diversity Certificate certainly supported the development and implementation of a range of gender training activities for students. This framework offers recognition of participation in gender and diversity modules and therefore attracts a larger range of students.

There were also national developments facilitating the implementation of gender training activities, as in the case of Spain. The newly adopted Gender Equality Law 17/2015, prescribes that universities have to implement courses addressing professors and researchers on introducing a gender perspective in all academic programs and degrees.

6. Conclusion

During the course of the EGERA project, many gender equality training activities were implemented, as described in chapter 3. In the process of designing and implementing these training activities, EGERA partners faced various hindering and facilitating factors. The previous chapters showed how some activities could not be implemented or needed to be redesigned (chapter 4), while others were implemented according to plan or even institutionalized (chapter 5).

Based on the experiences with gender equality training over the course of the EGERA project, we will conclude by formulating a range of recommendations regarding the organization and design of gender equality training and on attracting the targeted stakeholders.

- **Designing gender equality training with a participatory character**
 - Show participants facts and figures over longer time periods
 - Involve participants in interpreting developments in gender equality
 - Encourage discussion between participants about principles of gender equality
 - Support reflection on daily activities
 - Use exercises and assignments to develop skills
 - Involve participants in developing policy recommendations
- **Organizing gender equality training**
 - Have commitment from top management
 - Have in-house expertise
 - Combine projects on gender in different departments
 - Collaborate with Human Resource departments and gender equality units
 - Embed gender training in a broader strategic framework
- **Attracting academic and administrative staff**
 - Have commitment from and active participation of top management
 - Schedule sessions after having commitment of targeted stakeholders and plan far ahead
 - Involve external experts/trainers
 - Organize tailor made and hands-on sessions, including examples from practice close to participants' daily work
- **Attracting students**
 - Assign credits for completing modules or training
 - Make modules or training compulsory
 - Relate training activities to current debates or developments

References

- EIGE (2013). Mapping gender training in the European Union and Croatia. Synthesis report. London: ICF GHK.
- Rees, T. (1998) Mainstreaming Equality in the European Union; Education, Training and Labour Market Policies. Routledge: London and New York.
- Van Arensbergen, P. Lansu, M., & Bleijenbergh, I. (2014). Report on Mapping of available Gender Training instruments and agreed Gender Training quality standards. *Deliverable 4.1. EGERA project*.
- Van Arensbergen, P. Lansu, M., & Bleijenbergh, I. (2014b). Gender training plans and concepts for main actions. *Deliverable 4.2. EGERA project*.